



Week 1 Assignment

Overview

Week 1 of Human Resource Management covers a number of key responsibilities of a school administrator. This assignment is designed to measure your current level of knowledge and skill relating to these responsibilities, as well as provide you with an opportunity to learn more about the way your school deals with issues such as conflict resolution, effective communication, and campus improvement.

Rubric

Use this rubric to guide your work on the Week 1 Assignment.

| Tasks ↓ | Accomplished No errors in grammar, spelling or punctuation. | Proficient Few errors in grammar, spelling or punctuation. | Needs Improvement Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation. | Unacceptable No Response submitted. |
|--|--|---|--|--|
| Part 1 Principal Competencies and Skills Survey | The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points) | The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points) | The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point) | The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points) |
| Part 2 Survey Reflection | The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points) | The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points) | The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point) | The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points) |
| Part 3 Conflict Resolution Chart | The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points) | The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points) | The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point per part) | The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points) |

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|---|--|---|---|--|
| Part 4 Conflict Resolution Interviews/ Field Experience Activity | The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points) | The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points) | The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point) | The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points) |
| Part 5 Reflection | The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points) | The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points) | The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point) | The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points) |
| Part 6 Campus Improvement Plan Review | The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points) | The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points) | The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point) | The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points) |
| Part 7 Article Critique | The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points) | The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points) | The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point) | The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points) |

Week 1 Assignment, Part 1: Principal Competencies and Skills Survey

You will begin this week's assignment by completing a survey related to the State Board for Educator Certification's (SBEC) principal competencies. The competencies listed below are defined by the SBEC as the standards for principal preparation and certification. The following competencies and leadership skill areas have a supporting relationship with Human Resource Management.

Use the following number scales in responding to the statements expressing your perception of the importance of each skill, and, in the second area, identify how frequently you have observed principals applying the leadership skills.

| Perception of Importance | Frequency of Observation |
|--------------------------|--------------------------|
| 4. Very | 4. Always |
| 3. Somewhat | 3. Often |
| 2. Slightly | 2. Sometimes |
| 1. Not Important | 1. Once in awhile |
| | 0. Not at all |

Domain I - School Community Leadership

Competency 001 – The Vision of Learner-Centered Leadership and Campus Culture

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

| | Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important | Frequency of Observation 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all |
|---|--|--|
| The campus principal knows how to: | | |
| 1. implement strategies to ensure the development of collegial relationships and effective collaboration. | 4 | 3 |
| 2. respond appropriately to diverse needs in shaping campus culture. | 3 | 1 |
| 3. use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision. | 4 | 4 |
| 4. align financial, human, and material resources to support implementation of the campus vision. | 3 | 3 |
| 5. establish procedures to assess and modify implementation plans to ensure achievement of the campus vision. | 3 | 2 |
| 6. acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision. | 3 | 1 |
| Total: | 20 | 14 |

Competency 002 – Learner-Centered Communication and Collaboration Supporting Campus Culture

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote success.

| | Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important | Frequency of Observation 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all |
|--|--|--|
| The campus principal knows how to: | | |
| 1. apply skills for building consensus and managing conflict. | 3 | 1 |
| 2. implement effective strategies for systematically communicating with and gathering input from all campus stakeholders. | 4 | 3 |
| 3. develop and implement strategies for effective internal and external communications. | 3 | 1 |
| 4. communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success. | 3 | 1 |
| 5. respond to pertinent political, social, and economic issues in the internal and external environment. | 3 | 3 |
| Total: | 16 | 9 |

Competency 003 – Learner-Centered Integrity and Ethics of Leadership

The principal knows how to act with integrity and fairness and in an ethical and legal manner.

| | Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important | Frequency of Observation 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all |
|--|--|--|
| The principal knows how to: | | |
| 1. model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions, and behaviors. | 4 | 3 |
| 2. implement policies and procedures that promote professional educator compliance with <i>The Code of Ethics and Standard Practices for Texas Educators</i> . | 3 | 3 |
| 3. apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff. | 4 | 4 |
| 4. apply laws, policies, and procedures in a fair and reasonable manner. | 3 | 3 |
| 5. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation. | 3 | 3 |
| Total: | 17 | 16 |

Domain II – Instructional Leadership

Competency 005 - Learner-Centered Instructional Leadership and Management

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

| | Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important | Frequency of Observation 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all |
|--|--|--|
| The principal knows how to: | | |
| 1. ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs. | 4 | 4 |
| 2. facilitate the use and integration of technology, telecommunications, and information systems to enhance learning. | 4 | 4 |
| 3. facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs. | 3 | 3 |
| 4. analyze instructional needs and allocate resources effectively and equitably. | 3 | 3 |
| 5. analyze the implication of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning. | 3 | 2 |
| 6. ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning. | 3 | 2 |
| Total | 20 | 18 |

Competency 006 – Human Resources Leadership, Management, Professional Development and Appraisal

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

| | Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important | Frequency of Observation 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all |
|--|--|--|
| The principal knows how to: | | |
| 1. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals. | 3 | 2 |
| 2. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts. | 4 | 4 |
| 3. allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans. | 3 | 2 |
| 4. implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff. | 4 | 3 |
| 5. use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff. | 4 | 4 |
| 6. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff. | 3 | 1 |

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| 7. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning. | 4 | 4 |
| Total | 25 | 19 |

Competency 007 – Learner-Centered Organizational Leadership and Management

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

| | Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important | Frequency of Observation 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all |
|---|--|--|
| The principal knows how to: | | |
| 1. implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment. | 4 | 3 |
| 2. implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making. | 4 | 4 |
| 3. frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills. | 4 | 3 |
| 4. use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus. | 4 | 2 |
| 5. encourage and facilitate positive change, enlist support for change, and overcome obstacles to change. | 4 | 4 |
| 6. apply skills for monitoring and evaluating change and making needed adjustments to achieve goals. | 4 | 3 |
| Total | 24 | 19 |

Domain III -- Administrative Leadership

Competency 008 – Budgeting, Resource Allocation, Financial Management and Technology

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

| | Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important | Frequency of Observation 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all |
|---|--|--|
| The principal knows how to: | | |
| 1. acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities. | 4 | 3 |
| 2. use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals. | 3 | 3 |
| 3. develop and implement plans for using technology and information systems to enhance school management. | 4 | 4 |
| Total | 11 | 10 |

Week 1 Assignment, Part 2: Survey Reflection

In the space below, reflect on your responses on the survey. Review your perception of importance of the principal standards, and identify or consider those that you answered with a 3, 2 or 1. If you answered 1 or 2 for some, explain why you do not consider these important. For the second column, frequency of practice, review your responses and consider those responses that received a 2, 1 or 0, and explain why you think these are not practiced.

I personally did not find any place on the survey that was not important. My opinion is that most areas on the survey should receive a 3 or 4. They are all areas of great importance for a campus vision, culture, and achievement.

There were several areas that I did not “score” my school as a three or four. I do not believe the principal does not focus on these areas but that I do not see them being a primary area of focus. Also, few principals can focus on all areas in each domain frequently. Principals need to find the needs of their campus as their main priorities.

Domain I - School Community Leadership

In black is the reasoning behind the scores I gave my school's focus on human resources.

Competency 001 – The Vision of Learner-Centered Leadership and Campus Culture

2.=1 respond appropriately to diverse needs in shaping campus culture.

The principal at my school decides what is needed on campus and the campus culture is directly reflective of the principal's wants and needs. The teachers are told what is needed for the campus and are told how to solve the problems per principal request. I would appreciate being given more autonomy but our principal is our leader and is held liable for the things that happen under our school's roof.

5.=2 establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

The principal at my school decides how vision will be accomplished. She asks for other's opinions but inevitably our school's vision ends up being what the principal wants.

6.=1 acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

The principal at my school rarely acknowledges contributions by individual staff members. The principal acknowledges the staff as a whole or a grade level as a whole. She ensures the parents are aware of campus accomplishments and awards given to the school. The principal is conscientious to ensure the parents know the accomplishments are viewed as an endeavor by the principal.

Competency 002 – Learner-Centered Communication and Collaboration Supporting Campus Culture

1.=1 apply skills for building consensus and managing conflict.

I only see the principal ensuring the staff understands her vision. I have yet to see any work on campus culture but that does not mean the principal does not work towards it. Since I am not a classroom teacher, I do not know how she works with those teachers.

3.=1 develop and implement strategies for effective internal and external communications.

The principal decides how communication occurs internally and externally which causes major difficulty. She sometimes assumes the staff understands what she is wanting when often no one knows exactly what is expected. She does send out an email every Monday morning but often people miss information because they are extremely long. The emails would be more beneficial if they were precise and concise. I have several times asked her about things and she has been angry because she thought they were in the emails yet they were not. Also, the principal gives important information to team leaders. The team leaders are expected to meet with their team to relay the information. My team leader has never met with the entire team. In the past three years, my team leader has given us notes to the meeting once. I have asked a reliable team leader from another grade level to share her team leader notes with me so I may keep abreast of the important events and expectations of the campus.

4.=1 communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

My campus is mainly white so focusing on diversities does not seem to be of an utmost priority. Unfortunately, we do have a small percentage of ESL (English as a Second Language) and the principal has on several occasions talked despairingly about that population.

Domain II – Instructional Leadership

Competency 005 - Learner-Centered Instructional Leadership and Management

5.=2 analyze the implication of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

Since we do not have an assistant principal, our principal is in charge of discipline. I find her methods of discipline as ineffectual. Often when in the office, you can hear the principal raising her voice to children. If I can hear her, then so can visitors, parents, and anyone else in the front office/entry way area. I believe there are more beneficial means of discipline. I have known the principal to think unkindly towards teachers who have sent students to the office for help in their classroom discipline practices.

6.=2 ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

As stated earlier, the principal does not seem to acknowledge the benefits of a diverse population. We do have International Days but that is organized by parents in our community.

Competency 006 – Human Resources Leadership, Management, Professional

Development and Appraisal

1.=2 work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

The principal at my school does work with me to ensure I have available appropriate technology professional development for the teachers at my school. Other professional development areas she ensures meet her requirements or she designs the professional development herself.

3.=2 allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

I am required to plan for the training of the teachers at my campus for seven hours every year outside of contract time. I use the assistance of master teachers to help with this task. Since it is outside of contract time, the principal has agreed to pay the master teachers for their time. Unfortunately, the principal does not seem to think that I should also receive the financial stipend even though I organize, plan, teach, and create all materials for the training. I do not understand why my time is not considered worthy of being supplemented. I am paid a teacher's salary and am on a teacher's contract. Also, I am given dates to use for training and the office often cancels scheduled training for other important meetings. Unfortunately, I am help accountable if the teachers are not given at least seven hours of training.

6.=1 diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

The moral at my school is lacking. The principal supports teachers coming to her privately to discuss other teachers even if it is based in rumor or hear say. The principal often asks me to tell her about specific teachers but I often have to talk around such issues since I do not think it is my place to be an informant to the principal. If I truly thought a child was in danger, I would definitely go to her with information but otherwise I feel like I must maintain a professional attitude with all the teachers I work. I find that this causes a rift in the morale of the campus.

Competency 007 – Learner-Centered Organizational Leadership and Management

4.=2 use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.

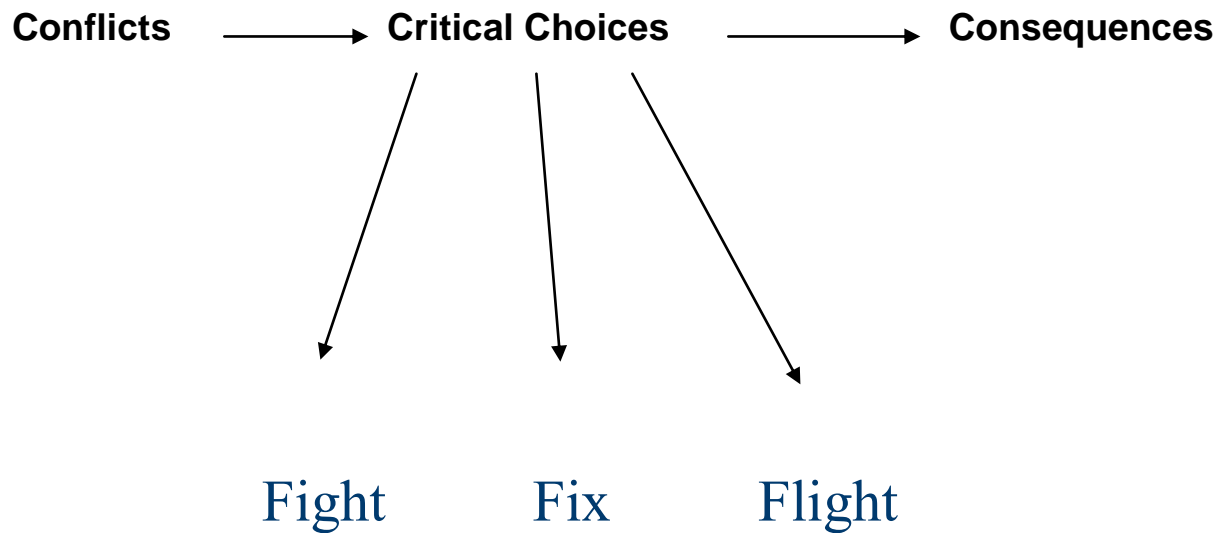
I find that my principal decides what she wants, and spends time ensuring everyone is in agreement with her perspective. The collaboration seems to be spent on learning what the principal wants the staff to do and not on collaboratively deciding or consensus making.

Week 1 Assignment, Part 3: Conflict Resolution Chart

Use the chart below to answer the questions provided. Reviewing Part 3 of your Week 1 lecture will also assist you in answering the questions below.

Conflicts, Choices and Consequences

Controlling Conflicts



Effective fix – winning solutions include:

- Active and reflective listening
- Empathy – trying to walk in the other's shoes
- 'I' statements instead of 'you' statements
- Variety of non-violent alternatives
- Negotiations or mediation
- Consensus – mutual agreement

Based on your Week 1 lecture, what are the ramifications of running from a conflict (flight)? Have you witnessed an example of "flight" in a conflict situation at your school? If so, explain the situation, and the results of the decision to run from the conflict.

"If you elect to flee from the conflict, you may initially avoid losing, but failure to effectively confront the conflict results in lose/lose for all parties. The aggressive party may think they have won, but the party choosing flight will likely engage in passive/aggressive behavior until they think they have gotten even."

I often come across flight at my school. Often whenever a teacher has a conflict with the principal or another colleague they (in both instances) will walk away and then gossip later about the situation. A common occurrence that happens frequently would be when teacher disagree in a team meeting. The affronted team member will often set the matter aside and not discuss it further among the whole team. Later, the aggrieved team member will find others and gossip about the situation making it worse for both parties. Often, the problem escalates and people's feelings are hurt over minor issues.

What are the ramifications of fighting over a conflict? Have you witnessed an example of "fight" in a conflict situation at your school? If so, explain the situation, and the results of the decision to "fight."

"If you choose to fight in response to a conflict, you may perceive to win the initial confrontation (you win the battle), but you will have an adversary that will find ways to fight back with determination to win (and so the war is probably lost). The fight response usually results in win/lose or lose/win."

My favorite example of fight would be when I first was hired to my technology specialist position at my school. The principal "assigned" me a mentor. During the first time we met, she made sure I understood in no uncertain terms that I had the job she wanted. She planned on getting it after she finished her master's. I informed her that I was hired for the job without a Master's and she should have tried for the position if it meant so much to her. I was not rude to her but wanted her to understand that she could not treat me disrespectfully for being hired for a job if she never even attempted to be hired for the position. Throughout my first few years working at my school, she would often try to talk despairingly about me to others in the school. After four years of working together, I think she finally feels I am the right person for the job and she realizes the difficulties within my job role.

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What does it mean to fix (resolve) a conflict? Give an example of a time when you saw a conflict at your school effectively fixed, and explain how it was done.

“Leaders need the skills to ‘fix’ conflicts. If you sincerely communicate with all parties, all stakeholders, you practice reflective listening skills and brainstorm possible solutions to conflicts, you will then have the opportunity to seek mutual agreement on the solution or solutions, and you will then achieve consensus and win/win for all.”

One of the second grade teachers was extremely insistent on using antiquated methods. The team did not want dissention among themselves so the team leader went to the principal for mediation. The principal talked with the team member who was apprehensive about change. The principal set up times for the teacher’s class to be covered by campus paraprofessionals so the teacher could visit teachers within her own grade level and other grades to see master teachers effectively integrate innovative approaches to teaching. Since the teacher was able to observe these teachers she has been more open to change and fewer difficulties are occurring within the team.

Week 1 Assignment, Part 4: Conflict Resolution Interviews/Field Experience Activity, "The Three C's of Conflict Resolution"

Choose a person or persons on your campus to interview regarding human resources and personnel management. Use the results of these interviews to answer the questions below.

Identify the types of persons interviewed (e.g. teaching colleagues, administrators, etc.).

Jennifer Ralston: teacher
Christopher Raymond: teacher

Identify as many human resource or personnel conflicts you can recall based on your experiences in school settings.

1. Jennifer remembered working with a teacher who was having quite a bit of difficulty. The teacher had given up. She was late all the time and had many unprofessional setbacks. First the team talked behind her back. Then the team went to team leader. At this particular school the team leaders had an administrative role. The team leader confronted the discontent teacher. No one on the team, including the team leader, went to the principal. After the team leader's talk with the teacher concerning her unethical behavior, the teacher got herself back on task and became more professional.
2. Jennifer also discussed about the team she is currently on. Specifically two members of her team were having some problems. Joy is the team leader, master teacher, innovative, and helps with campus professional development. Robin is on the team and is very nurturing to her students but often lacks aptitude towards designing lessons and classroom management. After years of working together Joy and Robin started having difficulty working together. Jennifer remembers listening to each of the two team members vent their frustrations towards the other team members. Robin felt that her opinions were not valued by Joy. As the situation escalated, Robin went to the principal for mediation assistance. First, Robin wrote Joy a letter expressing her perspective. Unfortunately, as Jennifer put it, joy did not appreciate the letter since most of the meaning was, "lost in translation." Jennifer felt that without mediation they would not have been able to work together. Behind closed doors, the principal mediated between Joy and Robin since the teachers were at a standstill. They are now able to work together.
3. At one of the schools Christopher worked at he remembered a teacher who would constantly go to the assistant principal's office to complain about their team leader. The principal would not discuss the matter with the teacher or team leader. The teacher with the constant complaints was finally not asked to return the following school year. The team leader is still the leader. Instead of trying to find a solution to the dissention within the team, the administration saw the complaining teacher as someone who had difficulty working with others. Due to her constant protest, the administration decided they would

not extend her contract.

4. At a school I worked at rumors of two teachers having an affair caused difficulty. A married female teacher in first grade was having an affair with a male fourth grade teacher who happened to be married to one of the third grade teachers. The two having the affair were sending explicit emails through their work emails. The principal had the technology administrators follow their email to collect evidence of unethical behavior. Human Resources and Technology had to be involved since they decided to use district equipment against the district Acceptable Use Policy.
5. A paraprofessional was asked to help a fifth grade class in the computer lab. The class was very disruptive, loud, and disrespectful to the teacher. The paraprofessional raised her voice several times with the students since the classroom teacher was not able to control her class. The lab facilitator was in the room but did not help in any way. The paraprofessional was getting extremely frustrated. After the class finished the lab facilitator went to the principal and tattled that the paraprofessional was yelling at students. The principal did not listen to the paraprofessional's side of the story nor did the principal talk with any of the students. The principal did talk with the classroom teacher but since the teacher did not want to get in trouble for her lack of classroom management she did not tell the principal the whole truth. The principal did not want the paraprofessional to return to her campus the next year due to the incident.

For at least five of the identified conflicts, identify the type of choice parties made in responding to the conflict (e.g. tattled, yelled, called names, spread rumors, filed grievances, etc.).

1. At first the team gossiped about the behavior but the team leader went to the teacher having the problems and professionally confronted her.
2. At first the two teachers had difficulty working as a team.
3. Since this teacher constantly tattled and filed grievances without any proof of the team leader doing wrong, the administrative staff saw the teacher as uncooperative.
4. Teachers began gossiping which caused the principal to contact the Human Resource Department and Technology.
5. The lab facilitator tattled to the principal. The principal filed a grievance.

Using the five responses, discuss the short- and long-range consequences of the choices made (e.g. grievance is successful at the central office level; the party filing the grievance feels that he or she is now seen as damaged as far as promotion).

1. The team leader went to the teacher having the problems and professionally confronted her. When the teacher realized that others realized what was going on she corrected her unethical behavior.
2. Robin asked for principal mediation. The two now have a professional relationship.
3. Team leader was not reprimanded since the teacher did not have proof of wrong-doing. Complaining teacher was damaged professionally and was not asked to continue her

contract the next year.

4. Evidence was presented to offending parties and teachers were put on an improvement plan. Their future with the school was questionable.
5. The grievance was filed but the paraprofessional had to find a position in a different school, after several successful years in a different school the para finally feels she is not being punished for that one incident.

Identify some “fix” solutions to some of these conflicts (e.g. talk it out – negotiate or mediate, consider the consequences and therefore resolve the conflict to avoid negative consequences).

1. Talk it out
2. principal mediation
3. Since this one did not end well, I think mediation between the two parties would have made the work experience more beneficial for both parties. The complaining teacher needed to understand better ways to resolve the conflict. The team leader needed to understand what the complaining teacher found undesirable.
4. Principal had to get Human Resource Department and Technology Department involved in monitoring unethical emails since they went against district AUP. Teachers’ careers were in jeopardy.
5. The principal thought that the information she received was adequate to remove the paraprofessional. I believe the principal needed more information. The classroom teacher needed professional development in classroom management. The lab facilitator should have been asked why she felt it was necessary to tattletale instead of helping the paraprofessional with the students. The paraprofessional should not have been put in that predicament to begin with so school policy should have been reviewed. The paraprofessional should also receive professional development on classroom management to better cope with future difficulties.

Week 1 Assignment, Part 5: Reflection

Post a reflection statement about what you learned about the principal’s role in dealing with conflict.

Principals must manage conflicts. Three ways in which people react to conflict is fight, flight (flee), and fix. If a person chooses to fight they may feel like they “won” in the beginning but in the end there is still conflict. In flight or flee, the oppositional party will find passive aggressive ways of retaliation resulting in no true winners. Fix is best for both sides. This results in a win for both oppositional sides. I find that principals must not only be professionals but also councilors. They take on a roll of conflict manager and at times it seems that principals constantly have to look into human nature to be able to appropriately deal with situations.

Principals need to have effective means of communicating with their staff. Principals need to know how to effectively respond to issues ethically and legally. Teachers are constantly bombarded with political, social, and economic issues. A principal must be able to balance these issues in a manner that all teachers feel their issues are important to the campus/district leadership.

A principal needs to make sure that in all cases of conflict that both sides feel they are heard and taken seriously. A principal's personal feelings on a matter should not be of utmost importance because the principal may not have all the appropriate information. Often mediation is needed so the offending parties can appropriately resolve an issue.

Week 1 Assignment, Part 6: Campus Improvement Plan Review

The ability to communicate with faculty, students, and stakeholders is a key responsibility of the principal.

For the next portion of your Week 1 assignment, review a Campus Improvement Plan and write a reflection identifying any aspects of the plan addressing issues of human resources, personnel, and professional development for staff. Using the Campus Improvement Plan and observations or interviews with members who have worked on the development of the Campus Improvement Plan (often these are members of the Site-Based Decision Making Committee, sometimes called the Campus Improvement Team; this may also include campus administrators), answer the following questions.

How do communication strategies address the human resource and professional development aspects of the campus or district for central office or non-campus based-interns improvement plans?

From those I have talked to about our Site-Based Decision Making Committee, our principal leads all meetings and decides on topics to be discussed. If pertinent she has the president of the PTA address important topics. The principal usually addresses the area of professional development with the committee. For example, the principal relates to the committee that our teachers are required to have seven hours of on campus technology professional development that occurs after contracted hours. On the campus improvement plan our required seven hours is specified. In each area of the campus improvement plan, professional development is addressed for teachers, amount to be spent per year, and the topics that are appropriate for teachers to utilize.

Describe how the communication systems provide for contributions from stakeholders, such as teachers, administrators, parents and students.

Once a year, the principal allows for specific member of the campus based decision making team to edit the campus improvement plan. The team is allowed to edit over a specified week. The principal then decides if the edited document is appropriate and she makes a final decision on what is the finished campus improvement plan.

How do communication strategies address issues of diversity? (e.g., are teachers notified of staff development designed to address diversity issues? Are communications with parents conducted in English only, or are communications written in other languages to reach non or limited English speaking stakeholders?)

At my campus the diversity is not quite an issue that has been addressed in staff development. We have monthly required professional development to cover our students who have autism. We do not ever have any sessions on our campus designed to meet any other diversity issues. If the district offers such courses then teachers would have to regularly search through our Eduphoria Workshop at least once a month or more often.

The communication with parents is done entirely in English. Most communication is via email, campus website, and twitter. Once a week some communication is sent via print but always in English.

EDLD 5345 Human Resource Management
Leanne Knight ET8025

As a principal or other administrator, how would you address human resources issues on the campus or at the district level?

Principals need to effectively address diversity within a campus and to effectively communicate with stakeholders. The principal needs to be open to ideas and strategies from other professional staff members and other stakeholders. It is human nature to want to know that your opinion is appreciated to a principal who can value their employees' abilities and opinions is significant.

Principals need to have effect means of communicating with their staff. Principals need to know how to effectively respond to issues ethically and legally. Teachers are constantly bombarded with political, social, and economic issues. A principal must be able to balance these issues in a manner that all teachers feel their issues are important to the campus/district leadership.

A principal needs to make sure that in all cases of conflict that both sides feel they are heard and taken seriously. A principal's personal feelings on a matter should not be of utmost importance because the principal may not have all the appropriate information. Often mediation is needed so the offending parties can appropriately resolve an issue.

Week 1 Assignment, Part 7: Article Critique

Select one of the assigned readings for Week 1, or select another article of your choice related to campus culture, vision, conflict resolution, or campus improvement, and answer the questions below.

Identify your article and source using the APA citation format, (for example, West, G. (2007). Holding higher education accountable for new teachers. *The School Administrator*, 65(3), 46-47.)

Swinney, A. C. (2007). Bridging the gap: Building leadership capacity. *American Association of School Personnel Administrators: AASPA Best Practices in School Personnel*, May/June/July 2007, 14-15.

Why did you select this article?

I appreciated Swinney's article because it succinctly and concisely discussed building leadership capacity among a school through professional development. Since I work so closely with my school's professional development I found the key areas of discussion in the article beneficial.

Briefly summarize key points from the reading.

"Schools have become too complex to be led by just one person" (Swinney, 2007, p. 14).

Administration needs to promote leadership within their school. The principal should not be the only person in a leadership role in the school and by training those professionals within the school can help to build capacity. With more than just one person helping in the leadership role, more innovative solutions can be utilized since each person brings something unique to the situation. It is important to provide professional development so these leaders within the school can work to create useful solutions.

Identify the principal competencies and supporting standards involved or implicated in the reading, (e.g., Competency 5 and Competency 6, , including the following standard: Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning, (Competency 5); Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff, (Competency 6).

Competency 6

1. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
2. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
7. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

How might you apply what you learned from this reading in your role as an administrator or educational leader?

Principals have so many roles they must promote and enhance as a school leader. Leadership needs to understand the importance of delegating roles and working with others within their school to work out cooperative decisions. "The difference between more effective principals and their less effective colleagues is not what they know, but it is what they do" (Swinney, 2007, pg. 15). Building capacity through professional development to enhance leadership among school personnel is an excellent way for a principal to be effective in their administrative role. Allowing members of the staff help make important decisions proves to those who work on the campus that the principal values others and is willing to listen to alternatives.

Additional comments/recommendations.

After my interview with Jennifer and reading Swinney's article, I realized that some principals allow staff to hold high levels of leadership at a school. Whereas, at the school Jennifer and I currently work, we find that the principal runs practically all aspects of the school. The autonomy

at our school is lacking in most areas and we are dependent upon the principal's decisions for guidance.